

NORTH CHARLESTON ELEMENTARY

3795 Spruill Avenue
North Charleston, SC 29405

GRADES PK-6 Elementary School

ENROLLMENT 510 Students

PRINCIPAL Charles Cavileer 843-745-7121

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	52	47	3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Good	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No

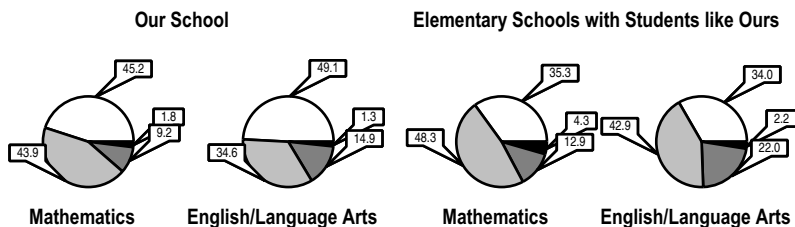
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

73.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	269	100.0	49.1	34.6	14.9	1.3	23.2	Yes	Yes
Gender									
Male	136	100.0	53.5	33.3	12.3	0.9	20.2		
Female	133	100.0	44.7	36.0	17.5	1.8	26.3		
Racial/Ethnic Group									
White	20	100.0	42.9	21.4	35.7	0.0	35.7	I/S	I/S
African-American	239	100.0	49.0	35.4	14.1	1.5	23.3	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	100.0	62.5	37.5	0.0	0.0	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	222	100.0	44.4	38.0	16.0	1.6	26.2		
Disabled	47	100.0	70.7	19.5	9.8	0.0	9.8	I/S	Yes
Migrant Status									
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	266	100.0	48.9	34.7	15.1	1.3	23.6		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	267	100.0	48.7	35.0	15.0	1.3	23.5		
Socio-Economic Status									
Subsidized meals	255	100.0	49.3	34.9	14.9	0.9	23.3	Yes	Yes
Full-pay meals	14	100.0	46.2	30.8	15.4	7.7	23.1		

Mathematics - State Performance Objective = 15.5%									
All Students	269	100.0	45.2	43.9	9.2	1.8	21.9	Yes	Yes
Gender									
Male	136	100.0	49.1	40.4	7.9	2.6	17.5		
Female	133	100.0	41.2	47.4	10.5	0.9	26.3		
Racial/Ethnic Group									
White	20	100.0	35.7	50.0	14.3	0.0	28.6	I/S	I/S
African-American	239	100.0	46.1	43.2	8.7	1.9	21.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	100.0	37.5	50.0	12.5	0.0	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	222	100.0	40.6	46.5	10.7	2.1	25.1		
Disabled	47	100.0	65.9	31.7	2.4	0.0	7.3	I/S	Yes
Migrant Status									
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	266	100.0	45.3	44.0	8.9	1.8	21.8		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	267	100.0	44.7	44.2	9.3	1.8	22.1		
Socio-Economic Status									
Subsidized meals	255	100.0	46.0	43.3	8.8	1.9	21.4	Yes	Yes
Full-pay meals	14	100.0	30.8	53.8	15.4	0.0	30.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	76	100.0	32.8	46.3	19.4	1.5	20.9
	Grade 4	75	100.0	38.8	47.8	13.4	N/A	13.4
	Grade 5	74	98.6	67.7	30.6	1.6	N/A	1.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	58	100.0	23.5	35.3	39.2	2.0	41.2
	Grade 4	68	100.0	42.9	39.7	15.9	1.6	17.5
	Grade 5	71	100.0	54.7	35.9	7.8	1.6	9.4
	Grade 6	74	100.0	69.2	29.2	1.5	N/A	1.5
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	76	100.0	28.4	46.3	23.9	1.5	25.4
	Grade 4	75	100.0	34.3	50.7	13.4	1.5	14.9
	Grade 5	74	100.0	47.6	44.4	4.8	3.2	7.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	58	100.0	23.5	56.9	17.6	2.0	19.6
	Grade 4	68	100.0	44.4	42.9	7.9	4.8	12.7
	Grade 5	71	100.0	42.2	48.4	9.4	N/A	9.4
	Grade 6	74	100.0	60.0	35.4	4.6	N/A	4.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 510)				
First graders who attended full-day kindergarten	93.7%	N/C	100.0%	100.0%
Retention rate	2.6%	Up from 0.2%	3.6%	2.7%
Attendance rate	93.2%	Down from 93.6%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.5%		6.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.5%		5.8%	3.5%
Eligible for gifted and talented	2.9%	Down from 3.0%	5.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.0%	Up from 5.1%	8.0%	8.2%
Older than usual for grade	6.3%	Down from 24.9%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 48)				
Teachers with advanced degrees	27.1%	Down from 31.6%	47.8%	51.4%
Continuing contract teachers	83.3%	Up from 73.7%	79.5%	87.5%
Highly qualified teachers**	92.7%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		3.6%	0.0%
Teachers returning from previous year	74.1%	Up from 65.4%	82.2%	86.7%
Teacher attendance rate	94.2%	Down from 96.4%	94.8%	94.9%
Average teacher salary	\$37,197	Up 7.6%	\$38,984	\$40,760
Prof. development days/teacher	7.4 days	Down from 8.5 days	13.3 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Up from 17.7 to 1	17.1 to 1	18.9 to 1
Prime instructional time	86.2%	Down from 89.1%	88.9%	90.0%
Dollars spent per pupil*	\$5,958	Up 5.9%	\$7,003	\$6,044
Percent of expenditures for teacher salaries*	67.0%	Up from 65.6%	63.9%	65.9%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

North Charleston Elementary School (NCES) has been located in the heart of the city's historic district for over 80 years. The school's relationship to the North Charleston community has traditionally provided its identity and strength in resources. This venerable facility is being replaced by a state-of-the-art school building scheduled to open in the fall of 2005. The revitalized site will serve as a community learning hub and gathering place for North Charleston students and citizens.

The LEED (Leadership in Energy and Environmental Design) construction will result in a "one-of-a-kind in South Carolina" modern elementary school. During construction, NCES has merged with Ronald McNair Elementary School about a mile away. In 2004-2005, staff will begin to implement Integrated Thematic Instruction (ITI) in order to develop a more receptive instructional environment over the next three years. This program emphasizes brain-based learning, building learning communities, character development, and compliments the move back to the new facility. Currently, the staff and parents must work hard to expand the uninterrupted instructional day. Issues such as parental involvement, absenteeism, and discipline problems are targeted to increase valued teaching time and decrease disruptions.

The academic program focuses on the basics of reading comprehension, the writing process, mathematical problem solving, and curriculum integration of science and social studies. Basic skills remediation represents a significant portion of the NCES curriculum as a response to high student mobility and large percentages of students scoring Below Basic on the PACT. Students' progress is charted quarterly using skills assessments and benchmark tests so teachers can individualize the instruction to each student's ability level. A "day tutoring" program stresses remediation and challenges Basic, Proficient, and Advanced scoring students to excel.

The curriculum is closely correlated to the SC Curriculum Standards. Standardized test format materials are employed to best prepare the students to succeed on PACT. Technologically, a computer lab offers instruction to the elementary level students twice a week. Classroom computer access continues to grow through hardware/software acquisitions and network printing capability. Regular parent communication continues to be a challenge. In response, 2004-2005 will feature a rejuvenated PTA and a second year of the "Parent University."

Finally, reduced class sizes are sought through the funding of additional classroom teachers. The lowering of student-to-teacher ratios promotes the school's familiar and friendly atmosphere. Better cooperation between the staff and families is necessary during the interim stay in our "home away from home" and these responsibilities must also support us in the face of modern challenges to come.

Kevin Conklin, Principal 2003-2004

Sara Thompson, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	45	55	14
Percent satisfied with learning environment	86.7%	64.8%	64.3%
Percent satisfied with social and physical environment	86.7%	71.7%	42.9%
Percent satisfied with home-school relations	28.9%	83.3%	57.1%

*Only students at the highest elementary school grade level at this school and their parents were included.